

Do you want to?

1

Yes, I want to explore the cave.

No, It's too hot. I want to go to the beach.



explore a cave



zipline



play in the waterfall

Laura Terrill

Do you want to?

2

Yes, I want to explore the cave.

No, It's too hot. I want to go to the beach.



explore a cave



zipline



play in the waterfall



swim at the beach



snorkel



hike in the rainforest

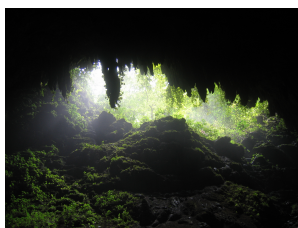
Laura Terrill

Do you want to?

3

Yes, I want to explore the cave.

No, It's too hot. I want to go to the beach.



swim at the beach



snorkel



hike in the rainforest

Laura Terrill

Do you want to.....? I want/don't want...

4



- Do you like to (activity) in summer or winter?
- What do you prefer to do?
- What is the weather like when you (activity)?
- Are you good at (activity)? Why or why not?
- How often do you (activity)?
- Where do you (activity)?

Laura Terrill

Discuss your vacation plans with your partner.

5



Laura Terrill

Role Play or Skit?

6



Partner A – Great idea to write lesson plans and give up part of a weekend.....



Partner B – Are you nuts? It's the weekend.. ..

Laura Terrill

High Structure Conversations

7

Opinions

- What do you think about_____?
- In my opinion, _____.
- Well, you may be right, but_____.

What happened?

- Have you heard what happened to_____?
- Was it_____?
- Not only that, but_____

Sadow, Stephen A., "Creative Activities for Teaching Language" (2010)

Laura Terrill

Teach the Language of Discussion / Debate

8

- | | |
|--|---|
| <ul style="list-style-type: none"> □ I think the author wrote it to teach us about... □ One theme might be..... □ I think it means that.... □ In other words..... □ For example.... □ In the text, it said that..... □ One case showed that..... □ I would add that..... □ Then again, I think that.... | <ul style="list-style-type: none"> □ I want to expand on your point about.... □ In my life.... □ I think it can teach us.... □ If I were...., I would have... □ We can say that..... □ The main theme/point of the text seems to be.... |
|--|---|

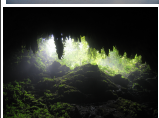
How to Start Academic Conversations
 Jeff Zwiers and Marie Crawford
 Educational Leadership/April 2009

Laura Terrill

In Search of the Coquí —Interpersonal Assessment

EQ: Why do we explore?

9



Laura Terrill

Students will select at random various images of Puerto Rico and will role play a conversation to decide what they will do while on vacation in Puerto Rico. They will discuss the environmental impact of their tourism on the island.

- ❖ comment on what you plan to do/see in the rainforest
- ❖ comment on the weather/environment in relation to your plans
- ❖ accept and refuse suggestions for other places saying what you want to do there
- ❖ mention a few foods/beverages you want to have

Food and Hunger: Interpersonal Assessment

EQ: How do we eat well? What is hunger?

10

You are attending a student United Nations event. The topic is food and hunger. You will represent one country and interact with others from other countries. Have a conversation where you ask and answer questions to discuss:

- Where you live
- Food likes and dislikes
- Foods that you eat in your country
- Healthy and unhealthy behaviors
- Hunger issues where you live



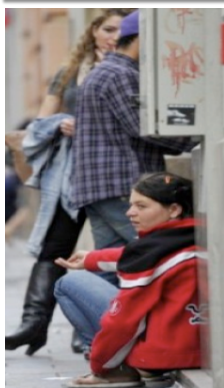
Laura Terrill

Global Challenges: Home and Shelter

EQ: Why does everyone need a place to call home?

11

Structured Debate



<http://1jour1actu.com/debat/>

Laura Terrill

Should begging be banned from downtown areas?

Beggars are being banned from downtown areas. It's against the law to beg in the streets or in public transportation. If beggars are caught, they must pay a fine of about \$75.00.

Roles in the debate:

- the mayor of the city
- a beggar
- a resident of the city
- a representative of a foundation that helps the poor

Consider:

- the need to enact laws for public good
- the need for food and shelter for the homeless/unemployed
- the need to feel safe in the streets
- where the beggars go when they leave the city
- the impact of the current economic conditions on poverty

Testing Day

On-deck Area

1.



Students:
•Select images
•Practice both roles

Performance Area

2.



Teacher:
•Indicates who starts
•Sets timer
•Assesses performance

- Use the technology that is available to you, low-tech options will work
- Select random partners on the day of the test, determine and post the order
- Assign work to students, often a presentational assessment will work well
- Create an ondeck area where each pair draws a situation at random, practices for 2 minutes and prepares to take either part
- Move the ondeck students to a station in front of you. Set a timer for a set amount of time and indicate which partner should start the conversation.
- Call time if necessary. Mark the rubric before asking the next pair to move to the station in front of you.

3.



Students in class work quietly on assigned task.

12

Laura Terrill

Interpersonal Rubric

	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
How well am I understood?	I am easily understood. My errors in speaking are minor and do not interfere with communication.	I am understood most of the time. I may need to repeat or reword occasionally. My errors in speaking do not interfere with communication.	I am difficult to understand at times. I may ask for help expressing ideas. Some errors may interfere with communication.	I am extremely difficult to understand. I repeat frequently. My errors interfere with communication.
How involved am I in the conversation?	I ask a variety of relevant questions to keep the conversation going. I respond to questions and/or add follow-up comments. I encourage others to participate.	I ask relevant questions to keep the conversation going. I respond to questions and/or make a follow-up comment. I am an equal participant in conversation.	I ask a few relevant questions. I give simple or minimal answers to questions.	I ask random questions that may or may not be on topic. My participation is minimal.
How easily do I deliver my thoughts?	My conversation flows with few pauses.	I pause but my hesitations seem natural. I complete my thoughts.	I hesitate often and pauses are awkward. I have few or no incomplete thoughts.	My speech is slow and halting; long pauses may occur. I struggle to complete or do not complete thoughts.
How do I demonstrate that I can correctly use the new vocabulary from the unit?	I successfully use many new words and personal vocabulary related to the unit. I elaborate to complete the task.	I successfully use new words related to the unit to complete the task.	I successfully use a few of the new words related to the unit to partially complete the task.	I rely on simple and very familiar vocabulary to partially complete the task.
What cultural knowledge and understandings do I share?	I add relevant information about the target culture. I use cultural gestures and/or expressions appropriately.	I refer to relevant information about the target culture. I may use cultural gestures and/or expressions appropriately.	I make limited or no references to the target culture. I may use a cultural gesture or expression.	I respond only from the personal point of view or my own perspective.

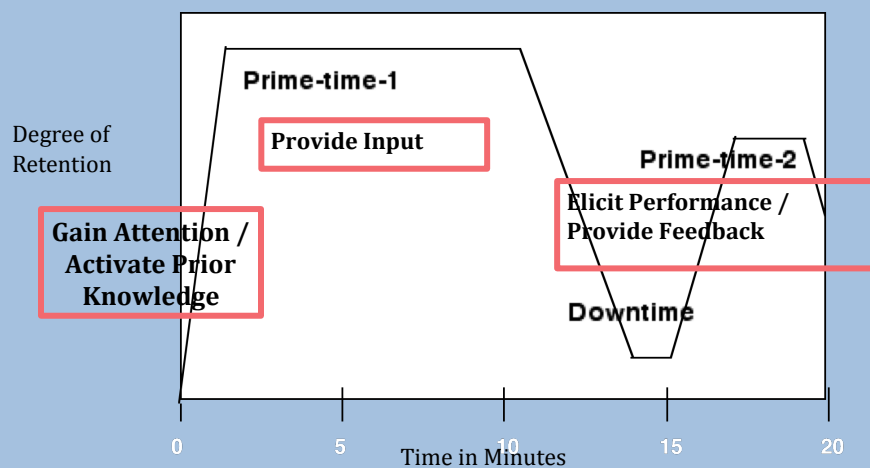
14



Laura Terrill

Primacy-Recency

15



Laura Terrill

Adapted from Sousa

I DO....WE DO....YOU DO

16



I DO

The teacher:

- gets the attention of the learner
- communicates the learning goal of the lesson
- provides comprehensible input
- models language use in context

WE DO

The students:

- work collaboratively to use language
- are supported by peers
- gain confidence
- receive feedback on performance

YOU DO

The individual student:

- demonstrates his/her ability to meet the goal of the lesson

Laura Terrill

Key Lesson Planning Question

17

What will the students be required to do, say, make, or write during the lesson that will both deepen and assess their learning?



Laura Terrill

Lesson Design

18



Laura Terrill

Getting Started

19



HOOK
VS.
DO NOW

Laura Terrill

Une ville ou on fait
beaucoup d'activité

Une ville ou
mange bien



Une ville
moderne

Une vieille
ville

20

Laura Terrill

21

QUEL(S) TYPE DE COMMERCE ABSENT AIMERIEZ-VOUS TROUVER DANS LE CENTRE-VILLE DE VALLET ?

Ces demandes sont celles exprimées par les clients ; elles ne présument, naturellement, pas de la viabilité ou non de ces activités.



Taille des mots proportionnelle au nombre de citations.

Laura Terrill

Gain Attention/Input

22

Une journée à Angers



Students complete a graphic organizer as they watch the video a second time.

Laura Terrill

Y a-t-il....? Oui, il y a **une** cathédrale.
Non, il n'y a pas **de** stade.

*places in a city
There is or there isn't.....*

23



une cathédrale



un stade

Laura Terrill

Y a-t-il....? Oui, il y a **un/une** _____.
Non, il n'y a pas **de** _____.

*Places in a city...
There is or there isn't.....*

24



un café



un château

Laura Terrill

Y a-t-il....? Oui, il y a **un/une** _____.
Non, il n'y a pas **de** _____.

*Places in a city...
There is or there isn't....*

25



Laura Terrill

Ecrivez 3 lieux.

26



1. une

2.

3.

une cathédrale
un stade
un château
un café
une gare
une plage
une piscine
un fleuve

Y a-t-il (un stade)?
Oui, il y a un stade.
Non, il n'y a pas de stade.

*Places in a city...
There is or there isn't....*

Laura Terrill

Elicit Performance/Provide Feedback

27

Proof for		Proof against
	Clo a 18 ans. (<i>Clo is 18.</i>)	
	On peut faire les magasins. (<i>You can shop.</i>)	
	Il y a beaucoup de restaurants. (<i>There are a lot of restaurants.</i>)	
	Angers est près de la mer. (<i>Angers is near the sea.</i>)	

Process:

1. Students complete proof for/proof against individually.
2. They pair and compare answers.
3. They collaborate to write additional statements.
4. They combine with another pair to share statements.
5. They write 2 additional statements and exchange with another pair.

Laura Terrill

Comment est Angers?

28

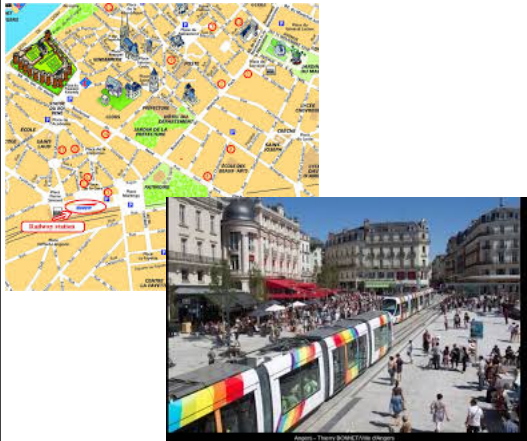
J'y vis depuis que j'ai 18ans, (et j'en ai 43)
 C'est une ville calme, très bien achalandée si tu aimes les petites boutiques, il y en a pour tout les goûts du baba-cool aux très chic..écoles dans tous les coins de la villes, cuisine scolaire public, bien d'après mes enfants qui y mange tous les jours..Bars, je ne les fréquente pas mais je sais qu'il y a de tout aussi...Restaus , (que l'embaras du choix, marocains, turc, végétaliens, canadiens, médiéval, resto à viande etc..) Pour aller à la mer, nous y allons souvent , il faut 1h15 direct par l'autoroute pour te rendre sur la cote atlantique..
 voilà ce que je peux te dire..
 Bis CLO

http://forum.aufeminin.com/forum/preschezvous19/_f1943_preschezvous19-C'est-comment-angers-quelle-distance-par-rapport-a-la-mer.html

Laura Terrill

Quick Write

29



Write for 2 minutes about city life. What is there in a city? What do you like to do? Why do you go to different places?

Laura Terrill

Getting the most out of an anchor text/activity

30



- How can you best use this text/activity to develop the **interpretive** mode?



- What **interpersonal** conversation would students be likely to have on this topic?



- What might students do in the **presentational** mode as a way of making learning more concrete?

Laura Terrill

What might you do in the presentational mode?

31



Take a selfie. Post it on class page. Write about your selfie. What does it say about you? What isn't revealed?

Laura Terrill

What might you do in the interpersonal mode?

32



Visit the class site. Read the descriptions. Post a couple of questions about 4 or 5 of the selfies. In class, mix and mingle. Share your selfies. Ask and answer questions to find out more about a person and their selfie.

Laura Terrill

Personal and Public Identities: Do you see what I see? What determines a person's identity? Who is the "real" me?

33

Throughout this unit, students will have the opportunity to consider and explain who they are, the activities they participate in and how they interact with others. They will then learn about and reflect on character and personality traits and will be able to describe their behaviors and attitudes in terms of their personal and public identities. They will examine well known self portraits and consider why self portraits exist comparing the selfies of today to the portraits of the past. Finally, they will consider the impact of stereotyping in their own lives and consider how the media contributes to stereotyping. They will create and share a multimedia product that highlights influences on their identity sharing elements of their inner and outer selves.



Laura Terrill

Brainstorm vocabulary, create questions

34



<http://actualidad.rt.com/sociedad/view/118840-selfie-peligroso-telefono-foto-video-toros>

Laura Terrill

Before Reading: Prediction

35



- Students write:
 - headline
 - photo caption
 - first paragraph or lines of article
- Students then share what they have written with other students/groups. Students predict which version is most likely.
- Students read the actual article and compare.
- They add useful vocabulary to personal vocabulary.

Laura Terrill

During reading

36



- Students read the actual article and compare to their versions.
- They work with ACTIVE strategies as they read.
- They add useful vocabulary to personal vocabulary.

ACTIVE

Ask questions, make connections, track down most important words or ideas, make inferences, visualize, extend their learning

Laura Terrill

El video más peligroso: un joven se graba mientras es perseguido por toros

37

Un joven en EE.UU. capturó en su teléfono inteligente el momento en el que estaba siendo perseguido por varios toros mientras participaba en un encierro.

El chico, llamado Christian, presume de haberse tomado el '[selfie](#)' más peligroso que se haya capturado jamás. El muchacho decidió filmarse a sí mismo con su teléfono móvil mientras participaba en el Houston Bull Run, un evento que se celebra en Texas y que recuerda a los encierros que tienen lugar durante las fiestas de San Fermín en Pamplona, España.

Uno de los espectadores fotografió al muchacho en el momento en el que el joven corría y se grababa, y colgó la imagen en el portal [Reddit](#). Más adelante, otro internauta compartió un enlace al vídeo que grabó Christian con su 'smatphone'.

Laura Terrill

Extend to other modes

38



Interpersonal

- Role play an interview with this young man.
- Share your opinions about the actions of this person. Talk over the “dangerous” things you have done.

Presentational

- Write the comments you would include on any social media site where you saw this picture.
- Tweet to call attention to this event.

Laura Terrill

What is important to you?

39

Four

Two

One

Laura Terrill

Workshop Goals:

40

1. Determine meaningful standards-based contexts for learning
2. Explain the differences between performance and proficiency and keep both in mind when designing performance tasks and consider strategies for feedback
3. Implement strategies for each mode of communication and
4. Design lessons to maximize student learning

Laura Terrill

"If you want to feel secure,
Do what you already know how to do.

If you want to be a true professional and continue to
grow...

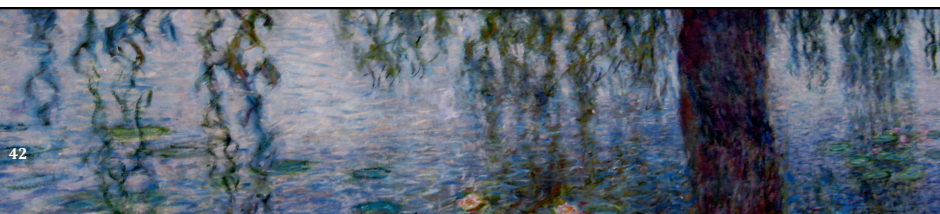
Go to the cutting edge of your competence,
Which means a temporary loss of security.

So whenever you don't quite
know what you're doing,
know you're growing!"

Madeline Hunter 1987

41

Laura Terrill



42



Laura Terrill
World Language / ELL Consultant
Email: lterrill@gmail.com
Wiki: lauraterrill.wikispaces.com
lterrillazla.wikispaces.com

The Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

Laura Terrill